

**EFFECTIVENESS OF INSTRUCTIONAL MATERIALS IN
TEACHING OF ARABIC LANGUAGE IN SELECTED
SECONDARY SCHOOLS IN IBADAN NORTH
LOCAL GOVERNMENT, OYO STATE**

BY

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**A RESEARRCH PROJECT SUBMITTED TO THE
DEPARTMENT OF ARTS AND SOCIAL SCIENCES
EDUCATION, FACULTY OF EDUCATION, UNIVERSITY
OF IBADAN
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF THE DEGREE OF BACHELOR OF
EDUCATION (B.ED) IN ARABIC STUDIES**

MARCH, 2020

CERTIFICATION

This is to certify that this project was carried out by Olaniyan Ayinla Ismail with Matriculation 191616 and has been read and approved as meeting part of the requirements of the Department of Arts and Social Sciences Education, Faculty of education, University of Ibadan for the award of Bachelor of Arts Degree in Education, B.ED Arabic.

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DEDICATION

This research work is dedicated to my Parents for their Kindness to me since the day I came to this world.

ACKNOWLEDGEMENT

In the name of Allah the Most Beneficent, the Most Merciful, all praise and adoration is due to Almighty Allah, the Lord of the universe for His endless blessings and mercies on me and for His blessing in making this research work a success. Indeed, He alone is to be worship and to Him alone be all the praises and adoration.

My sincere appreciation goes to my amiable and capable, ever resourceful and indefinable supervisor, Dr. Adams Olufemi Akewula for his timeless and unrelenting efforts towards the corrections and perfection of this research work admits his tight schedule. I thank you for your moral and intellectual support, your kindness and advice during the course of this project, you are a father in all ramifications and may Allah (SWT) continue to be your guide and guard (Amin).

Special thanks to my lovely wife and my children for their sacrifice, endurance and support during the course of the study, I pray that Almighty Allah in His infinite Mercy bless them all. my sincere appreciation also goes to my friend Abdulwasih for his support

and contribution during the course of the research work, may Allah elevate you.

I acknowledge all authors whose materials were cited. To all whose name has not been mentioned and have contributed positively to my life, I say a big thanks to you all.

ABSTRACT

This research paper dealt with effectiveness of instructional materials in teaching Arabic language in selected secondary schools in Ibadan North local government, Oyo State. It is discussed an overview of the brief of Arabic language; concept of instructional materials; importance and uses of instructional materials, factors affecting instructional materials usage ,problems militating against effective use of instructional materials for Arabic studies ,criteria for selecting and evaluating instructional materials, concept of academic performance and development of Arabic education in Nigeria were discussed.

This research adopted the descriptive survey research design, all the senior secondary schools in Ibadan north local government area constituted the population. The study was limited to four (4) randomly selected secondary schools in Ibadan north local government area. A total of eighty (80) students and twenty (20) teachers, were selected

from four (4) secondary schools in Ibadan north local government area. Data were collected using two research questionnaires for both the students' respondents and teachers 'respondents tagged "effectiveness of instructional materials in teaching Arabic language in selected secondary schools". The questionnaire was designed to carry out the research and it consisted of two sections. Section A deals with the personal data of respondents, while Section B deals contain items on effectiveness of instructional materials in teaching Arabic language in Senior secondary schools. Data was analyzed using relevant statistical tools of percentages, frequently count and percentage was used to describe the demographic characteristics of respondents while simple analysis method such as percentage indices and chi-square was used to answer the research questions and hypothesis postulated in the course of this study. Four (4) research questions formulated were answered using percentage indices and chi-square.

The findings of the study revealed that; a. there is non-availability of instructional materials in teaching Arabic studies in schools; b. instructional materials significantly determine students' academic performance in the teaching and learning of Arabic studies. C. non-availability of instructional materials significantly affects teaching of Arabic studies.

Based on the findings of the study, it was therefore concluded that lack of understanding of importance of Arabic language has significant effects on students' academic performance in the teaching and learning of Arabic studies, instructional materials significantly

determine students' academic performance in the teaching and learning of Arabic studies. It was recommended that Schools should provide necessary facilities and teaching aids that would promote the teaching and learning of Arabic studies and parents' Teachers' Association (P.T.A) should promote the teaching of Arabic studies by providing adequate teaching aids to enhance the delivery of Arabic lectures. And for successful research in this area, the following suggestions were made; contributions of Qur'anic schools and the development of Arabic education in Ibadan north local government area of Oyo State, Effective methods of teaching and learning Arabic studies and its impact on students' academic performance in Ibadan north local government area of Oyo state.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Arabic language which is one of the international speaking languages in the world is a semitic language. Arabs belong to the great family of nations known as semites. Ptoto-semitic is the mother of all extinct and extant semitic languages (Amuni, 2011). This language is the youngest of the semitic languages and the closest of the original archetype, to the proto-semitic.

According to Amuni (2011), the term “Semitic Language” was first used by a German Professor August Ludwig Schlozer around 1981. Interestingly, Ibn Hazm, an Andalusian from Muslim Spain, also refer this same fact more than one thousand years ago when he said that the Syriae, Hebrew and Arabic stem are from one and the same language.

Arabic language is one of the multiple speaking languages nationally and internationally throughout the globe. It also serves as a means of communication channel among the communities (Akewula, 2010). The religion of Islam has played a vital role in the development of Arabic

as a language due to the activities it involved itself with. That is, the Muslim globally recites most of their region activities in the language i.e activities in worship (such as call to prayers, recitation of the Qur'an in Arabic, for Solawah-Al-Khamusat, naming ceremony and funeral e.t.c.), (Amuni, 1994)¹.

The impact of Arabic as a language cannot be overlooked in the regional world, that is, in the Southern, Northern, Western and likewise in the Eastern, the Northern Arabic has been the focus ever since the rise of Islam. Meanwhile the subject matter of Arabic literature has pointly been the literary products of the Northern Africa Arabic

(Akewula, 2015). From the beginning of the first half of the seventh century onward, the influence and area of North Africa was considerable extended by the rise and spread of Islam Al-Hassan,B.S.Y(2007)².

In Europe, it was spoken in the middle ages in Moorish Spain (Andalusia) and Portugal (Agarve)Ahmad,J.Jamshaid,F.(2014)³. Arabic language shares place with some African languages like that of Hausa and Yoruba in Nigeria and with Swahilin, Zanzibar in East Africa. Arabic language came to Africa continent through the means of trade

by “Babers” the Arab traders and likewise Islamic scholars as a process of communication channel among themselves (Oderinde, 2007)⁴. The rise and spread of this language in Nigeria has been pin-point in the eleventh century with the advent of Islam in Kanem (Bornu State) the effort of the great scholar in Hausa land, Sheikh Uthman danFodio (1871) placed Islam and Arabic as a language is a great stand (Oderinde, 2007).

Towards the end of eighteenth century, Islam had been existing in Yoruba land, the position of Islam was already vast as such that the Yoruba had propagated Islam as far afield as Porto Novo and Dahomey. The evidence shows that by 1840 there was considerable degree of *Islamisation* in Yoruba land (Gbadamosi, 1978; Akewula, 2018). Likewise in Lagos, Badagry evidently had some Muslim community, whose colorful celebration was watched by Lander on 27th March, 1830. At Ardra, Captain John Adams saw at some time in the last two decades of the eighteenth century a group of local Muslims at worship and he noted that the adherents of Islam were many (Gbadamosi, 1978). Also, Ilorin as part of the Yoruba land in those days build mosques which were used for schools (Quranic School) where pupils learnt Quran by heart. In these Quranic schools

there was memorization of some of short Surahs in order to assist the pupils and even the adult in performing their daily obligation prayers. At that time, few pupils taste were far beyond this stage of "*ibadah*" (Worship) but study subjects like *Tafsir, Tawhid, Fiqh and Hadith*.

Arabic language is exclusively studied at two different levels in Nigeria Government owned schools and privately owned Muslim schools. The constitution through the NPE (2014) guarantees the right at students to study the language as a subject from the junior secondary school up to the senior secondary school. At these levels, Arabic is learnt as a foreign language (FL), while it is learnt as an aspect of Islamic studies at the primary level.

Other type of school available in Nigeria for the study of Arabic language is the "locally" controlled Arabic schools. So called because they are not regulated by the government and do not operate a unified Arabic curriculum. They offer Arabic education and its science making use of Arabic and/or the local language as a medium of instruction. Unlike in the aforementioned government owned and private owned Muslim schools. Arabic at the local level Arabic schools is a compulsory and major component of the studies . Students here are required to take it up to proficiency level. The rationale behind

such requirement is to equip students with necessary language skills to read materials on Islam in Arabic, particularly the Qur'an and Hadith, since the major objectives of such schools are to spread the message of Islam. (Akewula, 2020; Al- Hassan, B.S.Y.(2007)⁵.

Arabic language as a religious tool which is useful and relevant to Muslims, it is thus still taught as such by teachers. It should be noted however, that the Arabic language is becoming more essential in education all over the world as a strategic language for security purpose and also in daily life. However, Arabic language has been taught to day on many government schools and even private schools, though all levels of education in Nigeria likewise there are many scholars among Yoruba land today, who are vast in the language some are teaching grammar, literature and some other areas in the field of study. The language has served as a great job opportunity for students of Arabic language throughout the world, some students have worked as officials on ministries where the language is in need, some in private and governmental sector in national and international organization (Busoeri, 2003), for instance, United Nation (U.N.), United Nations Economic and Social Council (UNESCO), World Limousine Transfer Organization (WLTO), General Agreement on

Tariff and Trade (GATT), Organization of Petroleum Export Countries (OPEC).

Moreover, Arabic language has gained ground in the world economically, socially and politically, therefore it is very more important to pay full attention to the study in order to participate fully with other and recognize with throughout the states. Therefore, according to Oderinde, 2007, Arabic language is both foreign and an indigenous language in Nigeria, this is a part from its more popular quality of being the language of Qur'an and a lingual Franca' of world Muslims (Akewula, 2018).

Having discussed the features and relevance of Arabic language to the world, its teaching to upcoming generations therefore become inevitable and as such all hand must be on deck to ensure effective cultivation of Arabic knowledge. However, man and animal possess the Necessary abilities for learning, in other words they are potential learners. Certain factors within and outside the learner determine how effectively each individual learn. They are internal when they lie within the individual and external when they lie outside the learner or individual as the Case maybe. The teaching of Arabic education is being affected by some of these external Factors chief of which is

teaching aids. The relevance of teaching materials in teaching and Learning Arabic studies cannot be over emphasized. This is because it dictates the methods, Techniques or even skills to be adopted, in order to facilitate the achievement of instructional objectives. Indeed the importance of good teaching material in Arabic cannot be over stated if future generations are going to (proficiently) learn and use the Arabic language well Aminu,(1993).

The influence of instructional materials in promoting students' academic performance and teaching and learning in our educational development is indisputable. The teaching of Arabic language in Nigeria secondary schools needs to be properly handled. The materials used by teachers to teach their subject point at the primary and secondary school levels of our education system is incontrovertibly a paramount important issue in practical classroom interaction and successful transfer of knowledge from the teacher to the learners.

Instructional materials are materials which assist teachers to make their lessons explicit to learners. They are also used to transmit information, ideas and notes to learners (Ijaduola (1997). Instructional materials include both textual and non-textual, the

visual, the auditory and audio-visual such as pictures, flashcards, posters, charts, tape recorder, radio, video, Television, Computers among others. These materials serve as supplement to the normal process of instruction. Instructional materials are materials which assist teachers to make their lessons explicit to learners. They are also used to transmit information, ideas and notes to learners (Ijeduola (1997). Instructional materials include both textual and non-textual, the visual, the auditory and audio-visual such as pictures, flashcards, posters, charts, tape recorder, radio, video, Television, Computers among others. These materials serve as supplement to the normal process of instruction. Instructional materials according to Emma and Ajayi (2004)⁶ are those things which help teaching and learning process. It helps to promote understanding of the concept and generalization by making lesson practical and realistic. Any teacher who has the interest of the student at heart is bound to think of the ways and means he will employ to make his teaching and learning process more effective and more interesting to the student. According to Adeniyi (2000), the use of instructional material is to communicate more permanently, health related issues, and information is retained when supplemented with aid.

In the same vein, Meze (2003) posited that as far as learning deals with concept and abstract ideas, the use of appropriate instructional materials go a long way to upgrade the learners experience and facilitate understanding and internalization. On the contrary, inappropriate administration of instructional materials is capable of jeopardizing the entire instructional objectives Onyejekwu (2006) argued that the set goals may not be reached by the teacher, if he/she fails to choose and correctly use appropriate resources in teaching. This is interpreted to mean that any Arabic teacher who chooses wrong teaching aids for a particular lesson has failed completely in achieving the set objectives. However, the question that strikes the mind at this junction is what it profits the teaching learning process, if their instructional objectives are not achieved, as a result of wrong choice of teaching tools by the teacher. However, taking cognizance of the fact that targeted instructional objectives of a particular lesson is capable of being derailed by inappropriate use or even non-use of instructional materialism teaching learning processes, it becomes relevant that this kind of research be properly brought to book. Hence, adequate analysis on how to appropriately choose, adopt, improve and apply the available teaching-learning resources towards realizing set instructional objectives becomes valuable.

Based on the foregoing issues, the thrust of this research work is to study how appropriate application of relevant instructional materials could result into effectiveness in the teaching and learning of Arabic Language in secondary schools in Ibadan North Local Government of Oyo State.

1.2 Statement of the Problem

Teaching and learning process have been seriously frustrated in recent time (Mbionwu, Onioniwu and Udekaigbo, 2007). This is attributed to the fact that it is difficult to translate the ideas of some subject among which is Arabic Language concept and theories into visual practical realities. Teachers are being accused of not teaching with the use of instructional too which has cumulated in poor performance of students, especially in external examination Due to this, most students now rely so much on examination malpractices to succeed in such examination as: West Africa Examination Council (WAEC), National Examination council (NECO), National Business and Technical Board (NABTEB), and Unified Tertiary Matriculation Board (UTME), National Board for Arabic and Islamic Studies (NBAIS).

This problem is compounded by the use of unsuitable teaching aids such as outdated textbooks, parroting in place of improvisation or even emphasis on teaching-learning resources that need electricity. The inadequate supply of teaching aids by government cum the poor supervision of teachers' compliance to instructional materials usage, especially during teaching-learning encounter has worsen the situation, that is poor performance of students in Ibadan North Local Government Area.

More so, most teachers who are not well acquainted with the skills on how to use the instructional materials end-up making the lesson abstract, than reality. For instance, some teachers in our secondary schools who have Bachelor in Arts at the expense of Bachelor in Education might not have acquired relevant skills on how to appropriately use the instructional materials in teaching-learning process, even at students' jeopardy. It becomes obvious: they are capable of degrading the quality of our educational system.

With all the aforementioned problems on the use and non-use of instructional tools for teaching insight, there is therefore a dire need for this research to proffer solution on the stated problems. Therefore, the main research problem of this study borders on investigating how

appropriate application of relevant instructional materials could result into effectiveness in the teaching and learning of Arabic Language with the view of providing useful suggestions to eradicate the problem involve in teaching with aids.

1.3 Research Questions

Based on the stated problems, the following research questions were posed to give the study a direction;

- a. Does availability of instructional materials significantly influence effective teaching of Arabic studies?
- b. Does lack of understanding of the importance of Arabic studies significantly influence student performance in the teaching of Arabic studies?
- c. How available are these instructional materials in teaching Arabic in school.
- d. Does instructional material significantly determine students' performance in the teaching of Arabic studies?

1.4 Objectives of the Study

In general, the objective of the study was to investigate the effectiveness of instructional materials in teaching Arabic Studies at Senior Secondary Schools in Ibadan North Local Government Area. Specifically, the objectives of the study are to:

Investigate the extent to which availability of instructional materials significantly influence effective teaching of Arabic studies.

Investigate on whether the importance of Arabic studies significantly influences students' performance in the teaching of Arabic studies?

Find out the rate of availability of instructional materials in teaching Arabic in school.

Investigate on whether instructional material significantly determines students' performance in the teaching of Arabic studies.

1.5 Research Hypotheses

- a. There is no significant difference between the use of instructional materials and students' academic performance.

- b. There is no significant difference between students' perceived importance of Arabic studies and students' academic performance.
- c. There is no significance difference between availability of instructional materials and effective teaching of Arabic Studies.

1.6 Scope of Study

This study is on the effectiveness of instructional materials in teaching Arabic studies at senior secondary schools in Ibadan North Local Government and its impacts on the performance of the learners focused all the secondary school students in Ibadan North Local Government Area of Oyo State. The choice of the area is based on the fact that the area is the researcher's place of residence and the researcher is very conversant with the area. There is no doubt as the study will give a relative and reliable picture of this situation in other similar area of Oyo State.

1.7 Significance of the Study

Undoubtedly, the outcome of this study is going to be of immense benefit to the stakeholder in education; teachers, learners, school, curriculum planner and governments in the following ways:

Teachers in the field of Arabic Studies will be acquainted with the prerequisites for the selection of instructional materials for teaching-learning encounter;

Students stand to benefit as their performance is expected to improve, if Arabic studies start using instructional materials appropriately;

Government is provided with a more reliable information, which would enable her formulate Arabic curriculum that is well rooted in the use of instructional materials;

Moreover, it will provide an avenue for further researches, which most educational institutions would find indispensable, especially the Nigeria Educational Research Development Commission (NERDC), creating avenue for the curriculum planners to take and make necessary changes in Arabic language curriculum to meet the needs of the students and for effective teaching activities.

1.8 Operational Definitions of the Research work terms and variables

For proper understanding of the study of the terms used are defined below as follow

Effective: Real rather than what is officially intended or generally believed.

Studies: A piece of work that is done to find out more about particular subject or problem and usually includes a written report.

Teaching: The Art of inculcating Arabic Values and Knowledge.

Instructional materials: what the teacher uses to make the lesson more interesting and understandable.

Arabic: The language or writing of the Arabs, which is the main language of the North Africa and the Middle East.

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CHAPTER TWO

LITERATURE REVIEW

This chapter is devoted to the review of related literature sourced during the research work. The literature would be reviewed as follows; Brief History of Arabic Language, Concept of Instructional Materials, Importance and uses of Instructional materials, Factors affecting the instructional materials usage, Problems militating against effective use of Arabic studies instructional materials, Criteria for selecting and evaluating instructional materials, Concept of Academic Performance, Development of Arabic Education in Nigeria and finally the Appraisal of reviewed Related Literature.

2.1 Concept of Instructional Materials

Teaching Materials is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher.

Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning. Instructional materials can be considered as consciously planned programme for the improvement and consolidation of instruction and for effective teaching and learning. Ughammadu (1992) defined instructional materials as the resources that the teacher and students uses to influence the effectiveness of teaching and learning process. It is the creative use of probability of the students which will make them learn and improve their performance of the skills that are to develop. Nnoli (1988)¹ stated that Instructional materials as the resources that the teacher and students use to influence the effectiveness of teaching and learning process. It is the creative use of probability of the students which will make them learn and improve their performance of the skills that are to be developed. Furthermore, Instructional materials or teaching aids means; materials aid the teaching of a subject. This does not do the whole teaching in its own only but by the methods. It has been administered by the model and Controlled by the model which is the teacher who directs and control.

It is an intrinsic part of the teaching and learning process. The achievement of the aims and objectives of education depends

primarily on instructional materials. Kay (1971)² instructional materials are things which are intended to help the teacher to teach more effectively, or better skill which enable the pupils to learn moral readily. Egwu (2008)³ defined instructional materials as audio visual materials or as innovations in teaching and learning. This involves the use of human effort, appropriate choice design and utilization of objects to ensure effectiveness. Equally, it is defined as anything (Human effort, Hardware, software, improved materials) used to satisfy the educational means of the learners. It is an instructional device or technique or an expert brought into teaching and learning interaction to facilitate sharing of experience, knowledge skills, attitudes and value.

Akpan (1987) instructional materials however alternative channels of communication used by adult educators to concretize teaching of subjects, problem concept and educational objective to ensure better understanding. Again, the use of instructional technology increases students' interest and satisfaction. Oshibodu (1984)⁴ sees instructional materials as materials used to facilitate teaching and learning by way of saving instructors, time and effort by a way of capturing learners interest, a means of promoting effective retention

of subject matter learned, a way of keeping students busy, active and a way of stimulating imagination.

Kofar (1999) defines teaching resource materials as veritable channels in the classroom Instructions given in form of practical work improve the learners' level of understanding. There are the resources that the teacher uses in presenting his lesson so that the students can easily understand what is being taught. It is a means of making teaching and learning process more meaningfully, effective, productive and understandable. The end result is the attainment of educational goals.

Eya (2004) noted that instructional materials stimulate teachers' interest, help both the teacher and learners. To overcome physical limitation system of the teaching and learning process, as a system, it cannot be separated from classroom teaching; otherwise, it could paralyze the entire system or process when neglected. The use of instructional resources is often bogged by teaching problems such as inadequate materials, economic recession and un-relatedness of the educational resources; the student population explosion and accessibility of local materials network. Okorie (2010), improvisation is the sourcing, selection and deployment of relevant instructional

elements of the teaching and learning process in the absence or shortage of standard teaching and learning resources for meaningful realization of specified educational goals and objectives. It is the act of using materials obtainable from the local environment or design by the teacher or with the help of local personnel to enhance instruction. Most of the teachers still do not teach with instructional resources on the excuses that they are not available. Emezie (2010),⁵ stated that Instructional materials include those materials and services used in learning situations to supplement the written or spoken words in the transmission of knowledge, attitude and ideas. It is a material that facilitates teaching and learning activities and consequently the attainment of the lesson objectives. It helps in making teaching and learning real and meaningful.

The concept of instructional resources is very encompassing. According to Eya (1996) specified items considered as resources in education include: personal curriculum, textbook, annual vote (finance) consumables and equipment. Instructional resources are functional and serve useful purpose in the teaching and learning situation and are changeable over a period of time in teaching and

learning process and the environment. NTI identified important materials commonly referred to as teaching aids.

According to Onyejemezi (in Achunine 1997:22) educational resource is any item of information, a place of evidence, an idea or series of combination of these development of their ability turn to in the development of their ability to learn, think, tell, discriminate or create. They are essential prerequisites for learning. He identified two main types to include financial resources and human resources this idea is supported by Agun (2003)⁶ when he maintained that there is a general agreement that instructional resources are some of the important devices which both teachers and learners can use to enhance good quality, learning and instruction. Educationists share the view that instructional resources generally and instructional aids in particular are vital in any given teaching and learning situation.

In the same vein, Ryburn (1998) opined that learning depends of stimulation and motivation and those instructional resources stimulate and motivate learners. In his own contribution, Onyejemez (1991) stresses that learning takes place when learners are fully involved in the process through the use of proper and variety of instructional resources. He asked that the use of resources

(multimedia approach) gives the learner the opportunity of experiencing as he observes, touches and manipulates things, carries out some experiments or interacts with some concrete objects and situation reasons, through process, asks questions and finds answers to questions. In this way, learning is enhanced commenting on the use of resources in learning. Lewis (1994) believed in "heat and forget, see and remember, do and understand". He went on to stress that apparatus for public experience must be available in sufficient quality. This view was supported by Cohen (1996) when he expressed a positive view about the effect of instructional materials in schools and noted that a great deal of cognitive change in the school system could be made possible through the use of audio-visual such as chart, tape recorder, radio and television. Programmes, pictures and programmes materials also make reference to Brown and Thompson (1994). Onyejemez (1996) noted that instructional materials when properly used perform the following functions:

- a) Reinforce verbal message
- b) Get hold of the learners' attention
- c) Provide for direct interaction of students with the reality of the social and physical environments.

- d) Promote greater acquisition of skills and longer (retention of facts)
- e) Provide opportunities for independent and individualized learning

Similarly, Wilkings (2003) supported the view that effective teaching and learning cannot take place without essential resources such as library and audiovisual aids. In a related development, Uyata (1995)⁷ postulated that the advancement in technology has made a great demand on the types of resources available for teachers. He also noted that technology in education has made it possible for many audio-visual and electronic media to be used a great deal. Such electronic media he added included television, videotape, cassette recorder overhead projects film, radio or teaching machines such as computer, E-mail. Also Agun (1992) while writing on the place of instructional materials in curriculum development, noted that suitable instructional materials are facilitators of teaching and learning when they are in good supply, rich in variety and range. In his conclusion, Uyoata (1995) noted that the availability of learning resources in schools

are very important in executing a successful educational programme.

Characteristics of Instructional Materials

Odukwe (1983) saw learning materials as essential part of practical teachings as such, in classrooms, pictures, charts and drawings should also be clear and neat. Odukwe added that, it is not good for a teacher to plan a lesson without some ideas of how he/she will stimulate or motivate his/her students by using pictorials illustrations (pictures, diagrams and apparatus) or materials illustrations. Olaitan, (1984) stressed that graphic materials to be used in classroom should be simple, attractive, large enough and not to be crowded with illustrations and colors. Ogundele, (1987) pointed out that good teaching aids must have the following characteristics. This is because the importance of any instructional materials lies in its ability to: appeal to the senses (sound and sight), attracts and hold attention and focus attention on essential elements to be learned at the proper time.

In order to achieve the above objectives, any materials to be used as teaching aids must have satisfied the following characteristics.

Flexibility: In the college or university, the teacher has been taught different ways of teaching; hence, while in the classroom a good agricultural science teacher will attempt to teach his/her Lesson using a variety of methods and materials, He/she should therefore, select or construct teaching aids that can be instantly modified to suit change in the approaches to construction.

Colour: Since pupils are attracted by bright colours, these should be used in the preparation of teaching also however, too much brightness should be avoided since it may distract student's intention from the objectives of the lesson and the instructional materials.

Simplicity: Teaching aids must be simple and present only a far idea at a time. This is because, students cannot comprehend complex ideas presented to them at a short-time. If pictures are used, they should illustrate only a very far words or actions. If more detailed pictures are used, student will not know that they are to notice.

Visibility: All the smallest detailed to be used in an instructional material should be large enough to be seen by every student in the class. So, such should be placed conspicuously in front of the class to present a clear view to every student.

Anyawu (1989) added that the characteristics of good teaching aids can be seen under the followings:

- a) Sufficiency: Teaching aids must be sufficient enough for use.
- b) Writing and Lettering: The Lettering or writing must be bold, clear, neat and readable.
- c) Attraction: That the aids must be neat and attractive to arouse the interest of students. All the lettering must be bold and attractive.
- d) Purpose: The information in the aids must help the students in learning and must be relevant to the lesson.
- e) Accuracy: They must be accurate in content and language. There should be no mistakes of facts or spelling, that is, misinformation.
- f) Clarity: All details in the aids e.g, drawings, pictures etc., should be easily seen by the students farther away from it. Aids such as radio, tape and television should be clear enough to be heard by all students.

According to Farrant (1980), the characteristics of instructional materials (teaching aids) may be grouped into nine (9) categories- A, B, C as follows:

| A | B | C |
|----------------|-----------|----------------------------------|
| 1. Accurate | 1. Bold | 7. Clear |
| 2. Appropriate | 2. Brief | 8. Clean |
| 3. Artistic | 3. Bright | 9. Carefully handled or finished |

A: Accurate-Information presented on every visual should be up to date in every aspect

Appropriate: The visual aids for use should be relevant to the topic as well as to learners.

Visual aids should be used at the exact time when they will convey the right meaning they intend to convey.

Artistic: Pictorial information should be realistically produced to the extent that it will make the same meaning of impression to every learner. It should be well produced.

B: Bold: Information should be boldly presented so that the viewers or learners can see them clearly. Small pictures may not be visible from the back of the large class.

Brief: Only essential information need to be inserted in the visual aids to avoid over crowdedness and irrelevance. As a rule, main ideas should be few and stand out clearly for effective communication.

Bright: Bright vision may brighten the learner view of contents while dull ones may cause a dull effect that may lead them to dozing off.

C: Clear: The visual aid for use should be clear so that every learner or viewer can quickly grasp its content. "A clustered chart is a confusing chart, if there is a lot of information to convey, develop a series of simple chart, rather than a single complex one" (Abdullahi, 1985).

Clean: A dirty work is unattractive and put off learners. Visuals should be clean and well cared for to avoid damages.

Carefully handled or finished: The planning and production of teaching aids should be carefully carried out to give a deserved impression of good visual. Finally, a good teaching aid will provide adequate interaction.

Types of Instructional Materials

Instructional materials or resources are available from many sources. Modern education faces lots of problems. The attempts at solving these problems, which involve the use of organized combination utilization of people, materials, facilities, equipment and procedures to achieve the desired instructional materials, instructional media and educational media virtually, mean the same thing. They all involve media materials derived from communication revolution, which can be used to promote teaching learning process. According to Okogbuo (2000)⁸ instructional materials could be classified into:

- a. Visual material-such as picture, diagrams buildings, projectors, teachers themselves (s) chart, real objects (realia) studies etc. These materials such as books, newspapers journals, magazines, pamphlets, handout or NTI modules were also involved.
- b. Audio materials- such as tape recording cassette, cartridge, radio, dice, teleconferencing, language laboratories, teachers voice. They appeal to the sense of hearing.
- c. Audio-visual materials which include the television, video recording motion pictures with sound tracks, slide and films trips projection with sound tapes, films and multimedia. They appeal to both sense of hearing and sight.

- d. Materials/software includes graphic materials, printed materials, slide, filmstrips, overhead transparency, tapes cassettes, and motion pictures.
- e. Equipment/hardware: examples include: black boards, tape recorders, projectors and video recorders. They are used in presenting materials, static or display such as chalkboard, flannel graph, flip charts, magnetic board are also used in presenting materials or lectures.
- f. Electronics: this comprises of radio, computer, e-mail, and multimedia. These teaching materials makes teaching and learning process more easy and concrete.
- g. Non-projected media include books and other printed materials, objects, specimens, Models mock up graphical materials bulletin boards that exhibit black boards, buildings, field trips simulation and games.
- h. Two-dimensional instructional materials include flat pictures, graphs, chat, diagrams posters, conics, cartoons, slides, films, trips and films. They are also non-projected materials with characteristics of being flat and light and may be either in

opaque or transparent form. They have length but no height; hence they are 2 dimensional aids.

- i. Three-dimensional institutional materials include: models, mock up objects, specimens, laboratories, simulation and games. They are non-projected materials. Characteristically. They have length, breath, height; hence they are called 3 dimensional.

Instructional materials generally make the teaching process easier. However in order to appreciate the importance of instructional materials in the teaching-learning process, RhertHeinich-et al (2001) consider the reasons for using them. They include helping: to

- a. Gain and hold the attention of the learner
- b. Provide visual aspects to a process or techniques
- c. Focus attention on highlight of key points
- d. Create impact
- e. Facilities the understanding of abstract explanations.
- f. Provide a common framework of experience to a large number of learners

g. Stimulate reality

With this, instructional resources help to concretize the learning process. Hoban and Zizzman (2006) stated that the value of audio-visual materials is function of their degree of realism. The authors arranged various teaching methods in a hierarchy of greater abstraction beginning with the total situation and culminated in words at the top of the hierarchy. These include words, diagram, Maps, flat pictures, slide, films, models and objects. For this, total situation involves much concreteness of the teaching-learning situation. Words only convey little or no concreteness in the leaching-learning process. In effect, the type of instructional materials used depends on what the tutor wants to demonstrate; for instance, the reasons for media is to create clear idea of something e.g. real object (realia) models as follows:

- a. To give visual access to something this may be inaccessible to clarity abstract information which may be difficult to communicate verbally. Examples are model picture, photo, posters and diagrams
- b. To condense large qualities of information e.g. diagram and handout

- c. To promote mental activities of students; examples are handout, textbooks, films and picture
- d. To teach language pronunciation e.g. audiotapes
- e. To support work of the tutors e.g. sound recordings

Common types of learning resources instructional materials include the following:

- a. Chalkboard
- b. Books and other printing materials
- c. Graphics
- d. Real objects
- e. Models
- f. Overhead projector
- g. Electronics: radio (cassette tape), television, video (cassette recorder (VCR), computer.)

Olahimola (1996) stating different subjects at different levels in the educational system show that instructional materials, used by tutors serve to concretize abstract concepts and ideas.

They make learning more interesting, more real and lively. At all level of education, instructional materials are very important in the attainment of desired goal and objectives. The traditional chalkboard method of teaching involves only the learning sense of hearing and the easy loss of interest after some time. However, the utilization of instructional materials in teaching and learning situation involves not only the sense of hearing but also the sense of sight and touch, looking at educational practices, the Chinese proverb concludes that...

I hear- I forget

I see - I remember

I do - I understand

Kindler (1993) stated that people generally remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say and 90% of what they say as they do a thing.

For this reason, it was concluded that instructional materials ensure more effective learning since the learner not only hears but also sees and does. Instructional materials play a very big role in teaching and learning process as enumerated below:

- a. It helps the tutors to provide his students with meaningful sources of information.
- b. Help the tutors by providing him with means of wildering his students of information
- c. Being experts with learning resources in the classroom
- d. Allow members of a group or class to share equally the same teaching experience.
- e. Provide the tutors means of exposing the students to a wide range of learning activities

Okwudiba (2005), Nnoli et al; highlighted the function of instructional materials in the promotion of learning that instructional materials.

- I. Provide increased interest in learning
- II. Hold the leaner's attention
- III. Provide the leaner with opportunities of interacting with their social and physical environment (excursion)
- IV. Offer learners opportunity for independent and individualized learning

- V. Supply concepts basis for conceptual thinking
- VI. Offer opportunities for leaner to develop their abilities and skills
- VII. Promote the acquisition and longer retention of knowledge.

For this point, instructional materials help to promote the understanding of the teaching learning process among other function. Good availability and utilization of instructional materials should be appropriate, free of bias, up to date, easily obtainable and should not be too expensive. It also leads to more understanding and retentive memory in students in the teaching and learning process.

2.2 Importance and Uses of Instructional Materials

It is well known among educators that, the educational experiences involving the learner actively participating in concrete examples are retained longer than abstract experiences. Instructional materials add elements of reality by providing concrete examples to learning. Many authors have written on the use of instructional materials both in teaching Arabic language and other related subjects in order to enhance teaching for desired social and behavioural change. These authors include; McLuhan (1964), Alaka (1978), Kochhar (1986), Okafor (1988), Mkpa (1989), UNDP (1998), Hecks (1999), World

Bank (1999). Aguok0gbuo(2000), Koert (2000), Greenwood (2001), Bozimo (2002), Nwanna-Nzewunwa (2003) and Adekeye (2008). More specially, it was emphasized in the work of these authors that the use of instructional materials is a sine qua non in affecting behavior of learners of every field, especially Arabic studies. It was equally shown by some of the authors that these materials are important catalysts of social re-engineering and change. It is obvious that Arabic studies teaching and learning cannot be well accomplished without the use of instructional materials. The reason is not farfetched. Advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development which have affected the classroom teaching learning Situation positively. Such technology or technological breakthroughs as networked and non-networked projected and non-projected, visual, auditory, audio-visual electronic materials are important landmarks in knowledge transfer. With them both teaching and learning become very pleasant experiences.

Instructional materials possess some inherent advantages that make them unique in Arabic studies teaching. For one thing, they provide the teacher with interesting and compelling platforms for conveying

information since they motivate learners to want to learn more and more. Also, by providing opportunities for private study and references, the learners interest and curiosity are increasingly stimulated. Further, the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic. They generally make teaching and learning easier and less stressful. They are equally indispensable catalysts of social and intellectual development of the learners.

Bolick (2003) pointed to a good relationship between the teachings of the Arabic studies and using of instructional materials. He argued that while some educators have been fascinated by the potential of instructional materials to enhance teaching and learning teachers' lagged behind in using instructional materials during teaching and learning. Others expressed doubts that instructional materials will ever incite teaching reform in Arabic studies. Instructional materials are integral components of teaching learning situation. It is not just to supplement learning but to complement its process.

Instructional materials are made up of objects such as printed materials, audio, visual that aid in the successful delivery of Arabic studies lesson (Chuba 2000: 101). To this end, instructional materials

are said to be objects or things the teacher can use in the classroom while teaching in order to ease off his teaching activities. However, instructional materials cannot address the entire teaching and learning problems but it can go a long way in solving them, simply because they additional apparatus that can influence the reality of teaching and learning activities.

Joof (1995: 85) explained that, the concept of teaching aids has gone through several evolutionary stages from the simple aids, instructional technology, media to communication and educational technology. This however, tells us that instructional materials are not just objects or equipment used during teaching and learning process but there those objects improvised by the teacher to make conceptual abstraction more concrete and practical to the learners. Instructional materials are the relevant materials utilized by a teacher during Arabic studies. Instructional materials process for the purpose of making the contents of the instructions more practical and less vague. Instructional materials are indispensable factors of in any teaching learning process. Ordinary words or verbalization has been found to be inadequate for effective teaching. Instructional materials serve as a channel through which message, information, ideas and knowledge

are disseminated more easily. They can therefore be manipulated, seen, heard, felt or talked about. They facilitate activities. They are anything or anybody the teacher turns to for help in his learning process (ESU&Umoren 1998).

Instructional materials group the learners' intellect and eliminated boredom. Some of the unique qualities of instructional materials is speedy learning and accuracy. They make the work easier, more appeal, accurate, neater and boosting for clarity of Arabic studies concept if an Arabic study is to be learned effectively, it must be experienced. Arabic language is so close to the life of every child that no teacher needs ever be without instructional materials for teaching of Arabic studies. One of the biggest drawbacks in the use of instructional materials is inadequate supply of instructional materials.

Teaching of Arabic studies in respect to its scope and nature, which is multi-dimensional, integrative and dynamic, cannot effectively take effects without the use of instructional materials, the teaching of Arabic studies contents must focus not only on making teachers competent at using instructional materials, but at the same time, promote strategies that enables the integration of instructional

materials that enhances teaching and learning of Arabic studies goals and objectives.

Instructional materials as an act of giving help normally by teachers to provide help and encouragement in students or pupils learning activities. They further described instructional materials as a tool, which can easily be used by a teacher to correct wrong impressions and to illustrate things that learners cannot forget. The major aim of using instructional materials in Arabic studies instructional is to achieve excellent result.

According to Bajah, (1982) [9] the followings were some of the reasons for using instructional materials.

- I. A good instructional material can supplement spoken or written words.
- II. It can bring teaching to life in a way which word cannot.
- III. Words can describe people, places and objects but a picture immediately brings reality.
- IV. A teaching aid can simplify and clarify what is complex and difficult to express in words.

V. Instructional materials have motivational value for them to develop the interest of the student.

VI. Instructional materials can also promote retention as we can understand from the Chinese proverb that says "what I hear I forget; what I see I remember what I do I understand"

They save time, and energy what you will explain in ten minutes, will be possible in less time with the use of instructional materials. Aids did not imply to help in teaching of Arabic studies, not to be substitutes for teaching the subject, nor for teachers, rather, should it be used to supplement oral explanation and descriptions. Adeyemo (1985) stated that Arabic language involve a lot simple tests and activities while the students must involve in, at the secondary school level so as to acquire the necessary skills and experiences. This can only be enhanced with the aid of instructional materials. Bakare (1986) said, "Instructional materials include self-supporting materials which are used by the teacher to present a complete body of instruction". They make a lesson to become more explicit and interesting. Teaching aids are prime importance of both dull and bright students. Ogundele, (1987) considered teaching aids as an essential part of teaching methods which helps the teacher to express its subject concept to the

learners thus promoting students' academic performance. That, such aids or materials, should be the responsibility of the Arabic language teachers. Olaitan, (1994) stated that instructional materials are normally used during instruction to enhance proper or effective learning and to encourage retention. They reduce the workload of the Arabic language teacher in the classroom, reinforce and add clarity to learning. Ozorehe, (1998) said that instructional materials aids teachers' competence and effectiveness of instruction and class control. It makes the learning environment more attractive, appreciable, conducive, bearable and realistic. The learners' attention is better controlled and sustained. Section ten in the National Policy in Education stated that objectives of learning materials are to:

- a) Enhance teaching and improve the competence of teachers
- b) Make learning more meaningful for students.
- c) develop and promote the effective use of innovative materials in schools

In the same line, Ajayi et al (1999) outlined the following reasons for the importance of using teaching aids in teaching and learning process in our educational settings. They aid learning by aiding the

sense of seeing, hearing and touching. They direct teachings to its goals, makes lesson become interesting, arouse students' interest and motivate them to learn. Teaching aids are valuable in the following situation:

- a. When the object of instruction is either too big or too small or too spread out to be seen effectively by the students e.g. tractor, plough, ridges, and insect pest.
- b. When an object is inaccessible to students, for example, fish pond, dams and irrigation scheme, such should be displayed to the class with models.
- c. If an object is too expensive, dangerous or delicate for the students to use, for example a lesson on the treatment or prevention on a certain livestock disease may involve the use of syringe and drugs, both may be impractical to have in the classroom.
- d. When a process being studied is very slow the agricultural science teacher may use pictures or diagrams to illustrate the various stages involved, for example plants growth, insect

stages metamorphism, rather than physical observation of plant growth and stages of an insect.

When using teaching aids, it is important that agricultural science teachers to consider the following suggestions.

- a. Ensure that the material is accurate and acceptable to the students
- b. Preview such materials before using them in the class
- c. Arrange the materials in such a way that the students will see it from the place they are sitting.
- d. Use the materials in the appropriate time in the lesson and after that remove them. Do not use only one type of teaching aid to the exclusion of others. Ensure there is change and variety.
- e. Always remember that students are different in age maturity, interest and experience. It is always an advantage to combine the aids to meet the need of various students. The class needs showed determination of the types of aids to be used. Do not cause confusion by presenting too much information (Ajayi, et al 1999).

Ajayi, (1999) further observed that instructional materials are versatile tools that are used in different ways for effective teaching and learning of Arabic language. These aids convey facts and ideas in all forms of communication. They offer quite an easy way of presenting information. Ajayi et al (1999) further outlined some of the importance of instructional materials if the materials are carefully selected they should: Help to give correct initial concept, help students to learn more, speed learning processes, provide experiences which are not known before, clarify and give definite meaning to words and the combat verbalism, intensify expressions, arouse interest by attracting attention, build and sustain interest, motivate, develop and change attitudes, vitalize instruction and provide variety in teaching, saves time of agricultural science teachers and students, supplement other learning and serves as reminder.

Ibrabim (2000) stated that instructional materials assist agricultural science teachers in the achievement of stated objectives and also help the teachers to make lesson explicit to the students. Fakomogbon (2000) also reported that instructional materials possess the quality of influencing the psychological, motivational and structural position of the learners. It aids the achievement of any one of the following in the

teaching learning process: Attention and motivation; orderliness in the classroom: lesson presentation; recall and remembering guidance, active participation and response: feedback, assessment of performance and evaluation. In summary, Oladipo (2001) asserted that instructional materials are important tools for enriching, visualizing, simplifying, transmitting and accelerating the teaching and learning processes, thus enhance students' academic performance. He further said that, effective instruction with instructional materials in the classroom requires careful planning by the Agricultural science teacher. This implies that Arabic language teacher should take time to apply special knowledge and skill with respect to selecting, producing and using different kinds of instructional materials.

Impact of Instructional Materials on Students and Teacher Performance

Hitchens (1963), stated that Instructional material help to improve the intellectual power of the teacher. As the teachers studies the instructional materials it will help to build their intellectual power and help them to impact the knowledge on students Ani (2006), stated that instructional materials help the teacher in presenting the subject

matter effectively before the students. This is because before the teacher could come to the class, teacher will study the subject and prepare a lesson note. He will study the lesson note before coming for a lesson. He will study the lesson note before coming to the class. In the end, it helps the teacher flow very well before the students.

Abdullahi (2008), stated that Instructional material help teachers to make use of the working model. In this case, the teacher will be properly organized in impacting the actual course content to students. Teacher using instructional materials efficiently will help the students perform well in external examinations and compete favorable with their competitors from other schools. A teacher who fails to teach according to the instructional materials will be king the students tired, but because the teachers make use of the approved instructional material, it paves way for the students to learn excellently, Orumbata (2004) stated instructional material help teachers in improving their skills and widening of their knowledge. This is because the teacher is closed with the teaching apparatus and when studied it, can experiment it before the students such that all will understand the teacher. Instructional material also helps the teacher to study a head of time. This help the teacher to memorize

what is meant to teacher in the class and will be ready to entertain any question from the students where by the student is confused and not following the trend again.

Chima (2009) Instructional materials help the teacher to have better understand with his students, In this case, students would be very proud of their teacher and goes to the teacher even after teaching to obtain from the teacher the area they failed to understand in their previous class. The teacher will as well calm down to explain to the student in the language the student will understand. Oluwate (2010), Instructional material improves teachers creativeness. As the teacher studies according to instruction he assimilates easily what knowledge to impact to students. The best method to achieve this scope and this will definitely improve has creativeness and may lead the teacher to another level greater than where the teacher expects.

Adewale (2011), instructional material will help the teacher to hold students attention in the class. This because students believe in their teacher who teaches objectively as it will help students understand the mechanism of learning. Ugwu (2008), Instructional material help the teacher to control the pace of learning. As the teacher goes into the class, the students wait for his approach. If the teacher is flowing

very well, the entire class will be claimed and every student will open the listening car. The students and teacher may not know that they have exceeded the time needed for that lesson.

Ewudo (2009) stated that instructional materials help students to improve in their learning procedure. Through the use of instructional material, skills are developed. It helps students range of experiences and to achieve their desired aim. Urom (2010), stated that Instructional materials stimulate students desire to learn. It equally assists the student learning process by making assimilation and memorization of materials easy and help to hold attention as well as longer retention of information.

Ogbu (2006) stated that instructional material develops students' ideas through the creation of events and objectives which will improve the students' continuity of thought. Equally, instructional material facilitates, stimulates and aids students to take active interest in the subject under study. It improves the emotional instruct of students by providing them with the required knowledge. Students by providing them with the required knowledge, it improves students from understanding the working model introduced by the teacher. The student captures the true picture of what is taught by the

teacher. In presenting subject content and motion pictures, instructional material plays an efficient role by making sure students captures the main points or the subject matter. Patterson (1977)⁹ stated that instructional material is instrumental to impacting positively to the students' survival and choice of career in tertiary institution. It improves students' attitudes, skills and knowledge.

Weston (1952), stated that instructional material help students attain to his high level of effective development through the use of appropriate instructional objectives and use of material. Students who manifest a lot of inconsistencies in their behaviors are those who are not able to attain enough development in this aspect of the affective domain.

Ukpata (2005), stated that Instructional material took into account the background material took into account the background of student in the secondary schools. It adequately modifies students by providing instructional media together with sound institution management techniques.

2.3 Factors Affecting Instructional Materials Usage

In determining the instructional materials to be used for the conveyance of information in Arabic studies, the followings were the factors affecting the use of instructional materials,

Bakare (1986) outlined the following factors:

- a) Nature of the subject matter and the objectives to be attained: If the subject matter is such that is diversified, it may involve the use of more than one type of instructional material to achieve its objective.
- b) Number of learners/students involved: If the numbers of learners to be taught are up to one hundred (100), it would be more logical and efficient to use microphone for the presentation of information.
- c) The space of time available: Time is always limited and has its effect upon the kind of instructional materials used. If there is ample time, the agricultural science teacher is more likely to use the chalkboard and other techniques that encourage maximum participation. But when time becomes a limiting factor, the chalk and talk would be preferred.

- d) Facilities and materials available: The kind and extent of physical facilities and the instructional material available, including community resources, affect the choice of instructional materials that can be used.
- e) Interests and ability of Arabic language teacher. Most teachers have personal preferences and more security conscious in using selected instructional materials. Other things being equal, the teacher should use the methods that he/she likes or uses best. This does not mean that he/she should not be sensitive to other development that supplement or improve upon the instructional materials he/she frequently uses
- f) Effectiveness of instructional materials. All Arabic language teachers should evaluate instructional materials used in terms of the objectives to be accomplished, and the situation at hand, and choose the one that will best meet the goals of the programme.

Balogun (1986) explained that school environment as the physical and material resources otherwise known as infrastructural facilities available to teachers and students to facilitate their teaching and learning. If the school environment is not conducive, it thus affects

student academic performance. Abdulkareem (1992): "resources-human and material resources are not equitably distributed among schools in Nigeria" Fakomogbon (2000) observed that one of the causes of failure in Nigerian Secondary Schools is inadequate school resources. He further explained that it cannot be over-emphasized that the provision of adequate resources is a prerequisite for adequate performance in schools. Most of our schools lack necessary infrastructural facilities required for effective learning.

2.4 Problems Militating Against Effective Use of Instructional Materials

Bakare (1986) observed the following problems to effective use of instructional materials: Emotion and Feelings: The way a communicator reacts spontaneously and negatively will affect his/her message and such may lead to distortions of the message during presentation.

Self-concept or personal or Audience Perception, This is a psychological term which refers to the learners' self-worth, perception of self and interpretation of other people's perception or individuals. Learners have their various levels of understanding of

how they use thing, or how any of the parties involved in communication achieve a message, goes a long way towards affecting the truth about it. The learners feeling of adequacy, its expectancy level and aspiration level in learning are largely determined by sense of positive self-worth. External Disturbances and noise could discomfort information. Students' cultural background or educational level of the learners affects communication. The cultural background of students contributed to the problem militating against the effective use of agricultural instructional materials, thus affecting the academic performance in Arabic studies as an individual learning is generally affected by his or her cultural background and the opportunities provided for formal education in that culture. In fact, individual learning and problem-solving strategy may be said to be largely a product of his or her cultural stimulation. The experiences collected from formal and informal training received in individuals' culture, also help to direct his or her future learning strategies and serve as learning core for reducing the thresholds of our learning competence. Conflict in goals or objectives result when the instructional material used and the goals are not properly defined and streamlined. Motivation: motivation is a very important factor or problem militating against effective use of Arabic studies instructional

materials in school learning. According to Makinde (1987), motivation is often described as the drive to action, hence school psychologists, guidance and counseling specialists as well as educators are concerned with motivation factors in school learning. Whenever motivation is absent in the process of learning, Effective learning will not take place. Most students studying various subjects in secondary schools in present day Nigeria have no interest in the subjects they are studying. For instance, most Arabic studies students have apathy to the subject because of its practical aspect. Imogie (1989) remarked that there are numerous problems militating against effective use of Arabic studies instructional materials and acquiring them, such problem is examination consciousness. Teachers and students are always interested to finish the syllabus before the external examinations such as Senior School Certificate Examination (SSCE) conducted by West African Examination Council (WAEC) and the National Examination Council (NECO). Therefore, they lack time to acquire instructional materials for effective teaching and students memorize their work as they considered that by acquiring the materials is time waste. Kareem (1989) indicated that lack of space to keep the learning materials, often makes it difficult to acquire learning materials. According to him, many classrooms are

overcrowded which would not allow for thorough supervision by the teacher. Hence, lack of space to keep learning materials always discourage agricultural science teachers to create learning materials and therefore, depend much on talk and chalk leading to distract verbalism. William (2004) concluded that insufficient fund makes it difficult for Arabic studies teachers to acquire learning materials. William (2004) further reported how lack of fund resulted to inability of Arabic studies teachers to produce learning materials and is amused in or her how a principal failed to make money available to purchase cardboard. This is how the ambition of many teachers is being killed through lack of fund in many secondary schools.

2.5 Criteria for Selecting and Evaluating Instructional Materials

According to Akolo (1981), teaching aids were meant to be used when necessary. They are not to be used for the sake of using alone. The following, are the criteria to consider in selecting teaching aids.

Purpose: Aids should not be used only because they are attractive or because Arabic language students will like seeing them. Arabic language teachers should have definite objective in mind before

thinking of any aid. The objective to be achieved, this is as immeasurable and quantifiable outcome. This could be manipulative, informative, or attitudinal which are usually based on a particular domain of learning such as cognitive, affective, and psychomotor.

Availability and Durability: Instructional materials should also be selected for use considering its availability in adequate number in the school to facilitate its functional use, practical durability of the materials and equipment, and face-validity of the materials. Other considerations are given to up-to-datedness of the materials, ease of management and operation, familiarity, and reliability of its use.

Appropriateness: In selecting instruction materials for use, consideration is given to time, space and when to use the materials for effective and efficient use of instruction materials.

Cost-effectiveness: The economy and cost-effectiveness is one of the pragmatic determinants of instructional materials selection. This includes the cost-benefit analysis, its availability and viability, for a particular learning situation. This is to ensure the integration of such materials to facilitate learning and produce replicable result.

Ogunranti (1981) noted that, no matter how professional a teacher is, his/her interaction with students might not yield an effective outcome as compared to teacher that made use of such versatile materials in his/her teaching. Therefore, a teacher needs to support his/her teaching with appropriate materials in order to advert the lesson, In the area of selection and use of instructional materials in teaching particularly, in Arabic language, certain consideration should be taken as guiding principles. These include the following:

1. Can the instructional materials serve the intended purpose?
2. Are the instructional materials readily available?
3. Are the instructional materials appropriate to the intended lesson'?
4. Can the instructional materials serve as supplement to teaching
5. Are the instructional materials carefully and systematically organized for effective use?

The above stressed the importance of selecting an appropriate instructional material in teaching agricultural science in particular in order to enhance students' academic performance in the subject.

According to Ajayi, (1999) audiovisual instructional material must be used intelligently sufficient examples of classroom use of audiovisual materials have been given to suggest six main principles for their intelligent use:

1. Select the materials in terms of learning goals.
2. Prepare the students for use for audiovisual materials
3. Prepare for operation of the equipment
4. Provide opportunity for the students to participate.
5. Provide follow-up activities.
6. Evaluate the outcomes.

In summary, the intelligent selections of many audiovisual materials of instruction are important for the modern Arabic studies, Visual materials and devices such as chalkboard flat pictures, graphs, maps, opaque and overhead project, filmstrip and study li display, can facilitate the learning that is accomplished by means of sight. The sound motion picture, should be widely used in secondary school today as it would bring an excellent result.

2.6 Concept of Academic Performance

Academic achievement or (academic) performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative Grade Point Average (CGPA) and completion of educational degrees such as High School and bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects is most important procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement)) has an important influence on academic achievement in addition to intelligence and conscientiousness Ekaete, A.A.(1999).

Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade early academic achievement enhances later academic achievement. Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviors and attitudes towards school. Parents influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status.

Highly educated parents tend to have more stimulating learning environment. Further, recent research indicates that the relationship quality with parents will influence the development of academic self-efficacy among adolescent-aged children, which will in turn affect their academic performance. Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies.

Indirect evidence suggests that physical activity could have an impact on academic achievement. Studies have shown that physical activity can increase neural activity in the brain. Exercise specifically

increases executive brain functions such as attention span and working memory Dornyei, Z. (2003).

2.7 Development of Arabic Education in Nigeria

Arabic learning started in Nigeria long before the advent of British colonization. There were various Arabic institutions located in places like Sokoto, Gwandu, Kano, Ilorin, Ibadan and Lagos. After the independence and in attempt to modernize Arabic learning, some notable scholars established Arabic schools that awarded certificates which qualified the products of such schools for admission to degree programmes in Arab countries like Egypt, Saudi-Arabia, Syria, Libya, Lebanon, Iraq, Sudan, etc. A further attempt was later made in 1980s by governments, Muslim philanthropists and Associations to establish College of Arabic and Islamic Studies. Such institutions were affiliated to one university or the other for the award of Diploma in Arabic and Islamic Studies (Yaqub 2005; Onisabi and Adamu, 2007).

The Minimum Standards for Nigeria Certificate in Education (2002) points to the following to be the objectives for teaching N.C.E, Arabic:

- a. Help student teachers acquire spoken and written competence in the Arabic language.
- b. Acquaint student teachers with the socio- political and cultural lives of the speakers of the language, with a view to promoting international understanding.
- c. Prepare the student-teachers for the task of teaching the language at the primary and junior secondary school levels.
- d. To enable students, use Arabic as a medium of Instruction.

Education is an important instrument of human development. The changing role of education as an agent of conservation and cultivation of culture from one generation to the other cannot be overemphasized. Apart from this, it is an indisputable fact that education is crucial to the overall human development since it is the foundation of the whole social and political systems (Ekaete, 1999). The role of education in achieving national development in any development in any nation, particularly in Nigeria cannot be overemphasized. Many writers and the role of Education in nation building strongly believe that no any meaningful development can be attained without giving education the proper and leading role to

play. Ajayi (1999) opined the "Education is important to the development of individual, society or a nation, be it undeveloped, developing or developed nations of the world. Farrant (1988)¹¹ asserted that 'education is now recognized as a dynamic, evolving process that is an essential element of national development'. Akinyaju, (2007) equally observes that "all human developments are knowledge driven....there is proven correlation between investment in higher education and research; and level of social, economic, cultural and technical development in a society. For example, the success of the Asian Tigers has been linked to priority investment in education and infrastructure". Going by the above quotations, it is apparently clear that education is indispensable tool for changes and development in any society. In any dynamic society, as being observed by Obiakor(1998), all human activity seems to undergo some form of change. Nigeria, a country of extreme cultural, social, economic and political diversity is no exception to his rule. National development can be perceived in terms of the absolute structural transformation of the social, economic, political, cultural and academic set up of a nation, Ajayi (1999). In order to achieve this development and pave way for nation building, the Federal Government of Nigeria set up the

National planning, goals and objectives through National Policy on Education which is the government way of achieving the part of its national objectives using education as a tool. The document contains a statement of major objectives and values in education at all levels.(Primary, secondary and tertiary levels) and some means of its implementation.

In Nigeria, there are basically three major systems of education. They are Traditional education, Islamic education, and Western education. All various forms of education mentioned above aim at improving the lots of Nigerians that engaged in them, thereby enabling them to contribute their quota to the development of Nigeria as a polity. The importance of education to the development of Nigeria cannot be over-emphasized because it is through the education that Nigerians are able to better their lot and develop the country to its present state. As a result, the country becomes a force to reckon within the country of nations, and Nigerians are respected in all fields of human endeavors.

The Federal government realizes the importance of education to the nation building and development and states it in the National Policy on Education (1998) that 'since education is a dynamic instrument of

change, this policy will need to be constantly reviewed to ensure its adequacy.... "in fact, it is stated on page 7 of the National Policy on Education (1989) that the followings are the main objectives of Nigeria as contained in the second National Development Plan:

- a) A free and democratic society.
- b) a just and egalitarian society
- c) a united, strong and self-reliant nation;
- d) a great and dynamic economy;
- e) a land of bright and full opportunities for all citizens

Furthermore, the NPE (2014) states that the aims and objectives of national education are:

- a) The inculcation of national conscience and national unity
- b) the inculcation of the right type of values and attitudes for the survival of the individual and Nigerian society
- c) the training of mind in the understanding of the world around; and

d) the acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of his society

From the foregoing, it is undisputable that education is a pivot of the development of the Nigeria nation. This is why the aims and objectives of the Nigeria's national education are documented to be vigorously pursued. Education enables man to have all round development, in order to leave his society better than the way it met it. Assessment of the stated objectives

A critical assessment of the above mentioned goals and objectives of education stated in the famous National Policy on Education will show that the idea is laudable but it has not yielded desired results and has been receiving criticism with suggestions for effectiveness. Some observed that its Achilles' heels were in the implementation. Akinyemi (1982) in Alaku (1999). Al- Hassan (2007) observed that policies on which reforms are based are full optimistic phraseologies which never get translated into ocular reality, he further observed if we take the issue of free and democratic society, for instance, Nigeria fits such a description only in the land of the unseeing and unhearing".

Dabo (2001) in Akaito and Dowyaro (2007) defined language as "a method, of means, a system of sharing of ideas, thought, feelings, experiences, etc using sound, signs or symbols.

Minimum Standards for Nigeria Certificate in Education (2002) observes that modern man can hardly contemplate communal life without the instrument of language. Performance, especially spoken language, defines personality. For the teacher, his credibility is almost entirely anchored on his competence in communicating ideas and stimulating learning through his use of language. Articulate and well-spoken teachers also invariably win the hearts and respect of their students and pupils. Arabic (Yaqub, 2005: Onisabi and Adamu. 2007) is language of Arabs. It belongs to Semitic group of languages; other living languages of this group are Modern Hebrew, Amharic and other spoken language of Ethiopia. Arabic is the second largest most widely used alphabetic writing system in the world (the Latin alphabet is the most widespread). The Arabic script has been adapted to such diverse languages, Persian, Turkish, Spanish and Swahili (Seriki, 2004). Today Arabic is universally recognized language occupying a position, which is not less in status and rank than such International Language as English, French or German. It has long been adopted by African

Union (AU), Oil Producing & Exporting Countries (OPEC), United Nations (UN). Arabic also is official language of Non Aligned Movement (NAM), Confederation of African Football (CAF), Federation of International Football Association (FIFA), Amuni (2004) and other Internationally recognized Organizations as a tool for political & other diplomatic transactions. It is studied and accorded high status like others in the world.

Arabic language has contributed immensely to the development of civilization and education in the world. Seriki (2004), Onisabi and Adamu (2007) asserted that many great Muslims have written many works in Arabic on various disciplines such as Philosophy, History, Mathematics, Chemistry, Physics, Natural sciences, Medicine Mysticism, theology and a lot of others. The great Muslim scholars who have written these works included Jabir Ibn Hanya, the father of Chemistry: Al-Razi, Al chemist, Philosopher and natural scientist, Ibo Khaldun en historian; Usman Ibn Fodio, Philosopher, Mystic and Reformer. The works of these great men has been translated into English and other languages and researched upon. Based on the Muslim scholars in Arabic, Aminu (1993) pointed out that "Muslim scholars they were, who preserved (the legacy of Greek and Roman

Civilization and gave it to Medieval Europe; else, all would have been lost with barbarian - induced Dark Ages. Nigeria is not an island, and the world has become a global village, where investments and business are moved from one place to another without much hindrances. Therefore, cooperation and exchange of ideas has become inevitable. We have to interact with our sister Arab countries in Africa and our partners in the International for a in order to tap from the abundance of a lot of economic, cultural and social advantages. Like studying any foreign language such as French, Germany etc., studying Arabic language will give Nigeria an ample opportunity to effectively participate in International economy and investment. An example will illustrate this assertion. Recently, Ondo State Governor, Olusegun Agagu paid an official visit to United Arab Emirate (UAE), where he visited Abu Gunem Export Processing Zone (EPZ) ostensibly to study the success recorded and with intention of implementing the study in his proposal of establishing the same EPZ. He was bombarded with questions by journalists, during the press conference, that why did he go to Arab country for the purpose, why not America, Europe or any western country. The answer given was simple. He frankly told them that the giant success and spectacular achievement recorded in Abu Gunem Export Processing Zone was recorded in any country in the

world. Knowledge of Arabic language also enhances our economic, social, political and cultural links with the Arabic speaking countries. There are a lot of these examples. In our national educational objectives mentioned above which states that "the training of mind in the understanding of the world around", it is avenue to receive the training

Endnotes

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7. Uyata (1995), Tangled Complexities: Muslim - Christian Relations and the Issue of the Arabic Language in Nigeria. Ilorin: University of Ilorin Press.p32
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11. Farrant (1988) of Non-Muslim Cultivation and Propagators of the Arabic Language.P45
12. NCE(National Commission of Excellence in Education).1983.A Nation at risk: The Imperative for Educational Reform.p[59]

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with the methods and procedure to be used in collecting data for this study.

The chapter was discussed under the following sub headings:

- i. Research Type,
- ii. Population, sample and sampling techniques,
- iii. Instrumentation,
- iv. Procedure for data collection, and
- v. Data analysis techniques.

3.1 Research Type

The study was a survey research and it is descriptive in nature. This design was adopted to carry out the research study because it allows researcher to use information collected from the sample respondents to generalize on the population. The descriptive research was chosen because it gives the researcher the opportunity of having direct contact with a population or sample which has features, personalities, qualities, or attitudes which are relevant to the study. Clair (2011)¹ ascertains that, a descriptive research is designed to portray accurately the characteristics of a particular individual, situation or group.

The descriptive research is considered appropriate as it helps in describing prevailing practices, situations, conditions and issues such as that which the study sets to investigate and portray. It would be employed by the researcher in describing applicable data from a sample representing the target population.

3.2 Population, sample and sampling techniques

This study is on the effectiveness of instructional materials in teaching Arabic studies at senior secondary schools in Ibadan

North local government and its impacts on the performance of the learners will focus on all secondary school students in Ibadan North local government area of Oyo State. The choice of the area is based on the fact that the area is the researcher's place of residence and the researcher is very conversant with the area. There is no doubt as the study will give a relative and reliable picture of this situation in other similar area of Oyo state. All secondary schools' students in Ibadan north local government area shall constitute the population of the study. According to school annual census, Oyo state Ministry of Education and Human Capital Development, there are three hundred and forty-seven (347) secondary schools in Ibadan North Local Government (School Annual Census, 2016). Four (4) senior secondary schools using simple random sampling techniques shall constitute the study sample. Stratified sampling techniques were used by the researcher to select twenty (20) teachers and eighty (80) students from the four (4) secondary schools. A number of five (5) teachers and twenty (20) students will be chosen from the selected school. Questionnaire that was developed by the researcher was used to present and analyzed the result of research questions. The secondary schools that were involved in this study are:

- a. Ansar- Ud- Deen High School
- b. Islamic Day Secondary School
- c. Assabaq Model College
- d. An -Noor Secondary School

A total of twenty (20) teachers and eighty (80) students from four (4) selected schools constituted the study

3.3 Instrumentation

A well-structured questionnaire prepared by the researcher will be used in collecting data for this research, the questionnaire is closed-ended type, it comprises of section A and B. The section A comprise of demographic information of the respondents while section B contains the items that elicited the opinion of the respondents on the subject matter, this gives them a restricted response on a four Liker scale of SA-strongly agree, A-agree, D-disagree, SD-strongly disagree. The scoring of the responses ranges from 1 to 4 in which is as follow: SA-4, A-3, D-2, SD-1. The questionnaire will be made up of twenty (20) items which is developed under each research questions raised in the study.

According to Adewale (2007),² validity of instrument has to do with whether the instrument is measuring the purpose, for which it was developed. The questionnaire will be validated by experts whom are also lecturers in the Department of Arts and Social Science Education in Faculty of Education to make sure that the items in the questionnaire measures what is intended and to ensure objectivity in relation to the research purpose and problems at hand. To do this, the instrument for the study will be validated by subjecting the design to screening by three (3) experts including the supervisor in Department on Arts and Social Sciences Education in Faculty of Education, University of Ibadan, Ibadan to ascertain the adequacy of the instrument and to rid the instruments of unclear direction, vocabulary and sentence structures that might be too difficult, poorly constructed items, improper arrangements of items and ambiguous test items inappropriate for the outcomes being measured.

Reliability on the other hand, ensures when finding generated are the same when the study is repeated under the same condition (Collins & Julie, 2005).³ For the instrument to be reliable, a reliability co-efficient is based on re-administrating the instrument using test re-test method, using the same sets of questionnaire on similar

respondent but outside the area of study within the interval of two weeks. Pearson product-moment correlation coefficient (PPMC) will be used to test the reliability of the instrument.

3.4 Procedure for Data Collection

The researcher will administer the questionnaire personally to the respondents by visiting the four(4) schools selected. However, letter of permission will be sought from the selected school management for their maximum cooperation by the researcher to ensure good response and high rate of return. The researcher will wait until the respondents completed and returned the questionnaire. This allowed the researcher to give the respondents necessary assistance in responding to the questionnaires. The completed questionnaire will be collected back after some times from the respondents in the selected secondary schools.

3.5 Data Analysis Techniques

The data collected in this study will be analyzed with the use of descriptive statistics of frequency count and percentage for the demographic information and response to research questions raised in chapter one.

Endnotes

1. Clair (2011)The new Meaning of Educational Change.Teachers Collegepress p64
2. Adewale (2007) Reliability , Validity and Dutch Version p67
3. (Collins & Julie, 2005) Validity of measurements.p67

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter presents the analysis of the data collected and the interpretation of result on effectiveness of instructional materials in teaching of Arabic Language in selected Secondary Schools in Ibadan North Local Government, Oyo State. Descriptive statistics of frequency counts, mean rank and percentage were employed to analyze the demographic data of the respondents.

4.1 Demographic Information of the Respondents

Table 1: Gender of the Respondents

| Gender | Frequency | Percentage |
|---------------|------------------|-------------------|
| Male | 45 | 45 |
| Female | 55 | 55 |
| Total | 100 | 100 |

Table 1 shows that out of 80 respondents that participated in the study, 55 (55%) were female, while 45 (45%) were male. From this it can be deduced that although the study sampled gender, majority of the respondent were male.

Table 2: frequency and percentage distribution showing class of the respondents

| Class | Frequency | Percentage % |
|--------------|------------------|---------------------|
| SS 1 | 34 | 34 |
| SS 2 | 34 | 34 |
| SS 3 | 12 | 12 |
| Teacher | 20 | 20 |
| Total | 100 | 100 |

Table 2 shows that out of 100 respondents that participated in the study, 34 (34%) were in SS 1, 34 (34%) of the respondents were in SS 2, 12 (12%) were in SS 3 and 20 were teachers. From this, it can be deduced that, although the study sampled respondents from different classes, majority were in SS 1 and SS 2 and students are always more than teachers.

Table 3:

| Age | Frequency | Percentage |
|--------------|------------------|-------------------|
| 13-15 | 54 | 54 |
| 16-18 | 26 | 26 |
| 19 and above | 20 | 20 |

Table 3 shows the age distribution of the Respondents, it indicates that majority of the students in secondary school are aged 13-15 (54%), the minority are aged 16-18 (26%) and their teachers are age 19 and above (20%). This shows that teachers are always older than students in secondary schools and all are mature enough to answer the questionnaire correctly.

Answering the research questions

Research Question 1: Does availability of instructional materials significantly influence effective teaching of Arabic studies?

Table 4: This entails the distribution of respondents of each item.

Students and teachers response on the influence of availability of instructional materials on effective teaching of Arabic studies

| S/ N | STATEMENT | SA | A | N | D | SD | MEA NS |
|-----------------|---|------------------|------------------|----------|----------------|----------------|-------------------|
| 1. | Provision of instructional materials enhance student's performance in teaching and learning Arabic language | 77 (77. 0) | 17 (17. 0) | 2 | 4 (4. 0) | 2 (2. 0) | 1.37 |
| 2. | Misunderstanding of Islam | 42 | 48 | 6 | 2 | 2 | 1.74 |

| | | | | | | | |
|----|--|----|----|----|----|----|------|
| | as a religion affects students' performance in Arabic studies | | | | | | |
| 3. | School activities are not encouraging in improving the standard of Arabic studies | 26 | 24 | 19 | 21 | 10 | 2.65 |
| 4. | Students attitude to Arabic studies constitute to crude method of teaching | 13 | 31 | 26 | 19 | 11 | 2.84 |
| 5. | The status of Arabic studies in school curriculum influence students' perception | 28 | 36 | 18 | 9 | 9 | 2.35 |
| 6. | Arabic language is the language of religion of Islam | 56 | 26 | 2 | 4 | 12 | 1.90 |
| 7. | The intonation of the language discourage the students | 11 | 19 | 21 | 23 | 26 | 3.34 |
| 8. | Lack of understanding of the importance of Arabic language affect students' academic performance in Arabic studies | 38 | 44 | 12 | 2 | 4 | 1.90 |
| 9. | There are no good textbooks to enhance students learning of Arabic language | 8 | 23 | 12 | 23 | 34 | 3.52 |

| | | | | | | | |
|-------------------------|---|----|----|----|----|----|------|
| 10 . | There are adequate provisions of instructional materials to aid teaching and learning of Arabic studies | 20 | 38 | 14 | 23 | 5 | 2.55 |
| 11 . | Students don't show interest in Arabic studies because it's not a compulsory subject | 21 | 41 | 8 | 14 | 16 | 2.63 |
| 12 . | Attitude of the members of the society to Arabic language influence students' performance | 35 | 43 | 12 | 7 | 3 | 2.00 |
| 13 . | Non availability of instructional materials affect students' performance | 27 | 46 | 13 | 9 | 5 | 2.19 |
| 14 . | Students perceived importance of Arabic studies affect students academic performance | 29 | 22 | 11 | 16 | 21 | 2.78 |
| Weighted Average (2.41) | | | | | | | |

Table 4, statement 1 shows the following: Provision of instructional materials enhance student's performance in teaching and learning Arabic language. Strongly agree (77%), Agree (17%), Disagree (4%), strongly disagree (2%) and the mean (1.37). Based on the information provided by this section of table 4, it can be concluded that adequate provision of instructional materials influence

the effective teaching and learning Arabic studies by enhancing students' performance.

Research Question 2: Does lack of understanding of the importance of Arabic studies significantly influence student performance in the teaching of Arabic studies?

Table 5: Students and Teachers response to how lack of understanding of the importance of Arabic studies influence students' performance

| S/ N | STATEMENT | SA | A | N | D | SD | MEA NS |
|---------|---|------------------|------------------|----|----------------|----------------|-----------|
| 1. | Provision of instructional materials enhance student's performance in teaching and learning Arabic language | 77 (77. 0) | 17 (17. 0) | 2 | 4 (4. 0) | 2 (2. 0) | 1.37 |
| 2. | Misunderstanding of Islam as a religion affects students' performance in Arabic studies | 42 | 48 | 6 | 2 | 2 | 1.74 |
| 3. | School activities are not encouraging in improving the standard of Arabic studies | 26 | 24 | 19 | 21 | 10 | 2.65 |
| 4. | Students attitude to Arabic | 13 | 31 | 26 | 19 | 11 | 2.84 |

| | | | | | | | |
|-------------------------|--|----|----|----|----|----|------|
| | studies constitute to crude method of teaching | | | | | | |
| 5. | The status of Arabic studies in school curriculum influence students' perception | 28 | 36 | 18 | 9 | 9 | 2.35 |
| 6. | Arabic language is the language of religion of Islam | 56 | 26 | 2 | 4 | 12 | 1.90 |
| 7. | The intonation of the language discourage the students | 11 | 19 | 21 | 23 | 26 | 3.34 |
| 8. | Lack of understanding of the importance of Arabic language affect students' academic performance in Arabic studies | 38 | 44 | 12 | 2 | 4 | 1.90 |
| Weighted Average (2.39) | | | | | | | |

Table 5 shows the follow: Misunderstanding of Islam as a religion affects students' performance in Arabic studies ($X = 1.74$), School activities are not encouraging in improving the standard of Arabic studies ($X = 2.65$), Students attitude to Arabic studies constitute to crude method of teaching ($X = 2.84$), The status of Arabic studies in school curriculum influence students' perception ($X = 2.35$), Arabic language is the language of religion of Islam ($X =$

1.90), The intonation of the language discourage the students ($X = 3.34$), Lack of understanding of the importance of Arabic language affect students academic performance in Arabic studies ($X = 1.90$). Based on the weighted average (2.39), it can be deduced that lack of understanding of importance of Arabic studies has a negative influence on students' performance.

Research Question 3: How available are these instructional materials in teaching Arabic in school?

Table 6: Students and Teachers response on the availability of instructional materials for Arabic studies in secondary schools in Ibadan North.

| S/ N | STATEMENT | SA | A | N | D | SD | MEA NS |
|-------------------------|---|----|----|----|----|----|-----------|
| 9. | There are no good textbooks to enhance students learning of Arabic language | 8 | 23 | 12 | 23 | 34 | 3.52 |
| 10 . | There are adequate provisions of instructional materials to aid teaching and learning of Arabic studies | 20 | 38 | 14 | 23 | 5 | 2.55 |
| Weighted Average (3.03) | | | | | | | |

Table 6 reveals the following: There are no good textbooks to enhance students learning of Arabic language ($X = 3.52$), There are adequate provisions of Instructional materials to aid teaching and learning of Arabic studies ($X = 2.55$). The weighted average (3.03) shows that there is availability of Instructional materials which is enough to increase students' performance in Ibadan North Local Government Area, Oyo state.

Research Question 4: Does instructional material significantly determine students' performance in the teaching of Arabic studies?

Table 7: Teachers and students view on the effect of instructional materials on students' performance

| S/ N | STATEMENT | SA | A | N | D | SD | MEA NS |
|-------------------------|---|----|----|----|----|---------|-----------|
| 11 . | Students don't show interest in Arabic studies because it's not a compulsory subject | 21 | 41 | 8 | 14 | 16 6 | 2.63 |
| 12 . | Attitude of the members of the society to Arabic language influence students' performance | 35 | 43 | 12 | 7 | 3 | 2.00 |
| 13 . | Non availability of instructional materials affect students' performance | 27 | 46 | 13 | 9 | 5 | 2.19 |
| 14 . | Students perceived important of Arabic studies affect students academic performance | 29 | 22 | 11 | 16 | 21 | 2.78 |
| Weighted Average (2.40) | | | | | | | |

Table 7 shows the following: Students don't show interest in Arabic studies because it's not a compulsory subject ($X = 2.63$), Attitude of the members of the society to Arabic language influence students' performance ($X = 2.00$), Non availability of instructional

materials affect students' performance ($X = 2.19$), Students perceived importance of Arabic studies affect students' academic performance ($X = 2.8$). Based on the weighted average (2.40), the conclusion can be derived that the instructional materials determine the students' performance; Not only the instructional materials can affect students' performance but there are other factors like: students' perception, attitude of the members of the society to Arabic language and students' interest on the subject.

4.2 Summary of Major Findings

From the tables and comments, it is evident that:

- a) There is non-availability of instructional materials in teaching Arabic studies in senior secondary schools in Ibadan North of Oyo State.
- b) Instructional materials significantly determine students' academic performance in the teaching and learning of Arabic studies in senior secondary schools in Ibadan North of Oyo State.
- c) Lack of understanding of importance of Arabic language has significant effects on students' academic performance on the

reaching and learning of Arabic studies in senior secondary schools in Ibadan North of Oyo State.

Non-availability of instructional materials significantly affects effective teaching of Arabic Studies on senior secondary schools in Ibadan North of Oyo State.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, research findings are discussed, conclusions are drawn on findings, and recommendations are made and other relevant suggestions for further studies are provided.

5.1 Summary

The purpose of this research as stated in chapter one was to investigate the effectiveness of instructional materials in teaching Arabic Studies at Senior Secondary Schools in Ibadan North Local Government Area. Specially, the objectives of the study are to:

- a) Investigate the extent to which students show interest in Arabic studies lessons using instructional materials.
- b) Investigation on whether the importance of Arabic studies significantly influence student performance in the teaching of Arabic studies?
- c) Find out the rate of availability of instructional materials in teaching Arabic in school.

- d) Investigate on whether instructional material significantly determines students' performance in the teaching of Arabic studies.

These purposes are guided by research questions which are discussed in relation to the findings.

Research Question 1: Does non-availability of instructional materials significantly influence effective teaching of Arabic studies?

Based on the findings in chapter four, table 4 sheds more light on the rate of availability of instructional materials in teaching Arabic studies. It's revealed that non-availability of instructional materials significantly affects effective teaching of Arabic Studies. This finding corroborate Ogunranti (1981) that, no matter how professional a teacher is, his/her interaction with students might not yield an effective outcome as compared to teacher that made use of such versatile materials in his/her teaching. Therefore, a teacher needs to support his/her teaching with appropriate materials in order to advert the lesson.

Research Question 2: Does lack of understanding of the importance of Arabic studies significantly influence student performance in the teaching of Arabic studies.

Based on the finding in chapter four, table 5 sheds more light on whether the understanding of the importance of Arabic studies significantly influence students' performance. It revealed that lack of understanding of importance of Arabic language has significant effects on students' academic performance in the teaching and learning of Arabic studies. This finding corroborate Amuni, (2001) that understanding the important of Arabic studies allow students to study the subject harder and by so doing bring about improvement in the academic performance of students.

Research Question 3: how available are these instructional materials in teaching Arabic in school?

There is non-availability of instructional materials in teaching Arabic studies in schools based on the findings in chapter four.

Table 5 and 6 sheds more light on the non-availability of instructional materials in teaching Arabic studies in schools, its revealed that there are no good textbook to enhance Arabic teaching, no provision of

adequate teaching aids to enhance teaching Arabic studies among others. This finding corroborates Kareem (1989) that lack of space to keep the learning materials, often makes it difficult to acquire learning materials. According to him, many classrooms are overcrowded which would not allow for thorough supervision by the teacher. Hence, lack of space to deep learning materials always discourage agricultural science teacher teachers to create learning materials and therefore, depend much on talk and chalk leading to distract verbalism. Willam (2004) concluded that insufficient fund makes it difficult for Arabic studies teachers to acquire learning materials. William (2004) further reported how lack of fund resulted to inability of Arabic studies teachers to produce learning materials and is amused in or her how a principal failed to make money available to purchase cardboard. This is how the ambition of many teachers is being killed through lack of fund in many secondary schools.

Research Question 4: Does instructional material significantly determine students' performance in the teaching of Arabic studies?

Based on the finding in chapter four, it was revealed that Instructional materials significantly determine students' academic performance in the teaching and learning of Arabic studies. This finding corroborate Oshibodu (1984) that instructional materials as materials used to facilitate teaching and learning by way of saving instructors, time and effort by a ways of capturing learners interest, a means of promoting effective retention of subject matter learned, a way of keeping students baby, active and a way of stimulating imagination. Kofar (1999) defines teaching resource materials as veritable channels in the classroom. Instructions given in form of practical work improve the learners' level of understanding. There are the resources that the teacher uses in presenting his lesson so that the students can easily understand what is being taught. It is a means of making teaching and learning process more meaningfully, effective, productive and understandable. The end result is the attainment of educational goals. Eya (2004), instructional materials stimulate teachers interest; help both the teacher and learners to overcome physical limitation system of the teaching and learning process. As a system, it cannot be separated from classroom teaching; otherwise, it could paralyze the entire system or process when neglected.

5.2 Conclusions

This research examines the effectiveness of instructional materials in teaching Arabic Studies at Senior Secondary Schools in Ibadan North Local Government Area. Based on the findings of this study it was concluded that:

1. There is non-availability of instructional materials in teaching Arabic studies in schools
2. Also, it was discovered that Instructional materials significantly determine students' academic performance in the teaching and learning of Arabic studies.
3. Furthermore, it was revealed that lack of understanding of importance of Arabic language has significant effects on students' academic performance in the teaching and learning of Arabic studies.
4. Lastly, it was discovered that non-availability of instructional materials significantly affects effective teaching of Arabic Studies.

5.3 Recommendations

Based on the findings and conclusions of this study, the following recommendations were made:

1. Government should organize public enlightenment programmes to educate the general public on important of Arabic studies and its contribution to educational development in Nigeria.
2. Educational institutions, government and non-governmental organizations should organize conferences, seminars and workshops to educate Arabic teachers on how they can make their teaching more facilitating so as to abort students lost of interest in the subject.
3. Schools should provide necessary facilities and teaching aids that would promote the teaching and learning of Arabic studies.
4. Parents' Teachers' Association (P.T.A) should promote the teaching of Arabic studies by providing adequate teaching aids to enhance the delivery of Arabic lessons.
5. Teachers of Arabic studies should endeavour to adopt a well organized and adequate method of teaching so as to promote effective teaching of Arabic studies.

5.4 Suggestions for Further Studies

For successive research in this area, the following suggestions were made:

- d. Efforts to carry out this type of research in other secondary schools, regions of the country (Nigeria) and Africa should be considered.
- e. Contributions of Quranic schools and the development of Arabic education in Ibadan North local government area of Oyo state.
- f. Effective methods of teaching and learning Arabic studies and its impact on students' academic performance in Ibadan North local government of Oyo state.

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APPENDEX 1
UNIVERSITY OF IBADAN
FACULTY OF EDUCATION
DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION

QUESTIONNAIRE ON EFFECTIVENESS OF INSTRUCTIONAL MATERIALS IN TEACHING ARABIC STUDIES AT SENIOR SECONDARY SCHOOLS IN IBADAN NORTH LOCAL GOVERNMENT AREA

QUESTIONNAIRE FOR STUDENTS

Dear Student,

The questionnaire is designed to elicit information on effectiveness of instructional materials in teaching Arabic Studies at Senior Secondary Schools. You are required to respond to the questionnaire sincerely. The information supplied will be treated with maximum confidentiality.

Thanks for your anticipated co-operation.

Yours faithfully,

OlaniyanAyinla.

SECTION A

Name of School:

Gender: Male () Female () Age: ()

Class: SS1 () SS2 () SS3 ()

SECTION B

| S/ N | STATEMENT | SA | A | N | D | SD |
|-----------------|---|-----------|----------|----------|----------|-----------|
| 1. | Provision of instructional materials enhance student's performance in teaching and learning Arabic language | | | | | |
| 2. | Misunderstanding of Islam as a religion affects students' performance in Arabic studies | | | | | |
| 3. | School activities are not encouraging in improving the standard of Arabic studies | | | | | |
| 4. | Students attitude to Arabic studies constitute to crude method of teaching | | | | | |
| 5. | The status of Arabic studies in school curriculum influence students' perception | | | | | |
| 6. | Arabic language is the language of | | | | | |

| | | | | | |
|------|--|--|--|--|--|
| | religion of Islam | | | | |
| 7. | The intonation of the language discourage the students | | | | |
| 8. | Lack of understanding of the importance of Arabic language affect students' academic performance in Arabic studies | | | | |
| 9. | There are no good textbooks to enhance students learning of Arabic language | | | | |
| 10 . | There are adequate provisions of instructional materials to aid teaching and learning of Arabic studies | | | | |
| 11 . | Students don't show interest in Arabic studies because it's not a compulsory subject | | | | |
| 12 . | Attitude of the members of the society to Arabic language influence students' performance | | | | |
| 13 . | Non availability of instructional materials affect students' performance | | | | |
| 14 . | Students perceived importance of Arabic studies affect students academic performance | | | | |

